

English Martyrs

Catholic Primary School



Catch-up Funding Report

COVID-19 catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 418 | Amount of catch-up premium received per pupil: | Installment 1 & 2 = £46.67 Installment 3 = £33.33 |
| Total catch-up premium budget: | Installment 1 & 2 = £19,508 Installment 3 est = £13,930 | | |

| STRATEGY STATEMENT | |
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| 1. | The Catch-up Funding will be used to provide additional educational support to pupils to help them 'catch up' for lost learning following the Covid-19 Pandemic. |
| 2. | Key focus on consolidating basic skills for the first half term in Maths and English |
| 3. | The funding will be used to further improve the overall achievement and attainment of individual pupils by the end of the academic year. |
| 4. | The funding will be used to reduce the attainment gap between disadvantaged pupils and their peers |
| 5. | To ensure the emotional health and well-being of all our students the funding will be used to implement our Curriculum Recovery Plan. |

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
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| Academic barriers: | |
| A | Poor attendance |
| B | Pupil stamina and ability to focus for sustained periods of time |

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|---|---|
| C | Emotional health and well-being of pupils |
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ADDITIONAL BARRIERS

External barriers:

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| D | Parental engagement for supporting children with home learning |
| E | Emotional health and well-being of parents/carers |
| F | Changes in family circumstances due to the pandemic |

Planned expenditure for current academic year 2020/21

Quality of teaching for all

| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
|--|--|---|---|----------------|----------------------------|
| Purchase of chromebooks and licences and extension to google classroom | Children in KS2 to understand how to competently access google classroom lessons via chromebooks | DFE guidance to purchase google classrooms as an excellent resource for remote learning | Staff training provided. Google classroom implemented during Autumn 2020 for all KS2 and children given step by step guidance to develop confidence. Letter home to parents outlining access process and user guide | L Dinsdale | Spring Term |
| Introduction of The Present Program | To create a mindful approach to enable the children to | Governments coalition of health and education experts has identified the need to support pupils in dealing with | SLT to monitor the delivery of staff training. | SLT/E Naisbett | Ongoing |

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|--|--|--|--|--------------------------------------|---------------------|
| | develop mindfulness practices throughout their day. This will be woven through every aspect of our curriculum | the impact of the pandemic on their mental health and wellbeing. | Whole school staff INSET training. Regular update sessions delivered Specialist mindfulness teacher to liaise regularly with staff | | |
| Introduction of Pathways to write books | To develop basic skills in literacy and to identify gaps in children's learning | School assessment and monitoring showed that standards in literacy had fallen and less progress had been made. Staff raised concerns in September regarding children's oracy skills. | SLT to monitor planning and delivery of lessons. All staff to complete training Pathways to Write training. A rise in standards evidenced in children's work | SLT/R Gray | Ongoing |
| To ensure all pupils are developing a good understanding of basic skills in maths. | Children to be confident with basic maths skills | Assessments completed Autumn and Spring term highlighted areas of learning that need to be specifically addressed. | SLT to monitor planning and delivery of lessons. Maths co-ordinator to work with all staff and monitor children's learning. | SLT/N Goulbourne | Ongoing |
| Support from English consultant Maddie Barnes Re: Recovery Curriculum | Staff will plan, deliver, monitor evaluate and monitor implementation of additional text with focus on basic literacy skills | School assessment and monitoring showed that standards in literacy had fallen and less progress had been made. | Staff training Planning and book monitoring | Class teacher | Termly |
| To purchase training from Sefton Inclusion Advisor to deliver Early Literacy Fluency Program | Identified Teaching Assistants to be able to delivery Early literacy fluency program | Staff and government advisors raised concerns regarding children's oracy skills. | Class teachers and SENDCO to monitor the delivery of lessons and the progress of pupils | S Walsh J Blackledge A Sothern | Summer term onwards |
| Total budgeted cost: | | | | | £26,000 |

| Targeted support | | | | | |
|---|---|---|---|----------------|----------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Additional Mindfulness Teacher 1 day per week Autumn term | Children to develop skills to cope with everyday worries and anxieties. Specialist mindfulness teacher will have supported all children in KS2 | <p>Governments coalition of health and education experts has identified the need to support pupils in dealing with the impact of the pandemic on their mental health and wellbeing.</p> <p>During the initial lockdown many parents expressed concern about their child's mental well-being</p> | Mindfulness teacher timetabled to work with each class in KS2 during the Autumn term. | SLT/E Naisbett | Spring Term |
| Teaching assistant delivering targeted 1:1 and small group intervention | Pupils from Reception to Year 6 to have targeted support to ensure they make accelerated progress in gaps in learning. Ensuring the attainment gap between disadvantaged pupils and their peers is closed | DfE recommends 1:1 and small group tutoring | SLT and SENDCO to monitor progress of groups | SLT/S Walsh | Termly |
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| Total budgeted cost: | | | | | £6000 |